



# China Maple Leaf Educational Systems Limited 中國楓葉教育集團有限公司\*

(Incorporated in the Cayman Islands with limited liability)  
Stock Code: 1317



# 2019

## ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT

\* For identification purposes only



# CHINA MAPLE LEAF EDUCATIONAL SYSTEMS LIMITED 2019 ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT

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# ABOUT THIS REPORT

## CORPORATE PROFILE

China Maple Leaf Educational Systems Limited (the “**Company**”, together with its subsidiaries and consolidated affiliated entities, collectively the “**Group**”) is a leading international school operator, mainly providing preschool to grade 12 (“**K-12**”) education in the People’s Republic of China (“**China**” or the “**PRC**”) as measured by student enrolment.

Founded in 1995, the Group’s headquarters is located at Dalian, Liaoning Province, China. With over twenty four years’ experience in operating international schools in China, the Group provides high quality K-12 education by combining the merits of both Western and Chinese educational philosophies in 26 cities in China, Canada and Australia, namely Dalian, Wuhan, Tianjin, Chongqing, Zhenjiang, Luoyang, Ordos, Shanghai, Pingdingshan, Yiwu, Jingzhou, Pinghu, Xi’an, Huai’an, Haikou, Huzhou, Yancheng, Weifang, Shenzhen, Luzhou, Xiangyang, Ji’nan, Kamloops, Richmond, Adelaide and Thunder Bay.

## REPORT RELEASE CYCLE

This report is the third independent annual Environmental, Social and Governance Report (“**ESG**”) released by China Maple Leaf Educational Systems Limited. It covers the period from 1 September 2018 to 31 August 2019 (“**FY2019**”). Certain content may be beyond the aforesaid period.

## ORGANISATIONAL SCOPE OF THE REPORT

This report covers data regarding China Maple Leaf Educational Systems Limited and its subsidiaries. For convenience, expressions including “**MLES Group**”, “**MLES**”, “**the Group**”, “**the Company**” and “**We**” are also used in this report.

## BASIS FOR COMPILATION OF THE REPORT

This report was prepared in accordance with the Environmental, Social and Governance Reporting Guide issued by The Stock Exchange of Hong Kong Limited (the “**Stock Exchange**”) with reference to the GRI Sustainability Reporting Standards (GRI standards) issued by the Global Sustainability Standards Board (GSSB) and United Nations Sustainable Development Goals (SDGs).

## ESG REPORTING PRINCIPLES

**Materiality:** In compliance with the requirements of materiality principle defined by the Stock Exchange, the ESG issues considered by the board of directors and the ESG working group, stakeholders communication, identification process of substantive issues and the matrix of substantive issues are disclosed in this report, further details of which are set out below.

**Quantitative:** Statistical standards, methods, assumptions and/or calculation tools for quantitative key performance indicators herein and source of conversion factors are all explained in the definitions of the report.

**Balance:** This report shall provide an unbiased picture of the Group’s performance during the reporting period and should avoid selections, omissions, or presentation formats that may inappropriately influence the decision or judgment made by the report readers.

**Consistency:** The statistical methodologies applied to the data disclosed in this report shall be consistent.

## DATA DESCRIPTION

Certain financial data in the report are derived from FY2019 financial statements. In case of discrepancy between this report and the annual report, the latter shall prevail. Other data are mainly associated with FY2019, with certain data beyond the aforesaid period are mainly from the statistics of internal system of the Company and its subsidiaries. Unless otherwise stated, the amounts in this report are denominated in Renminbi (“**RMB**”).



## CHAIRMAN'S STATEMENT

Adhering to the spirit of “Striving for excellence in education”, MLES has always committed to making contribution for the development of education with united efforts over the past 24 years. All faculty and staff of the Group provide support for student development, innovate educational mode and facilitate employee development, while also uphold low-carbon green, operate in compliance with laws and regulations and focus on charity, so as to explore the sustainable development of education.

**Focusing on students' growth and development as well as building a safe campus environment.** In FY2019, with continuous effort regarding students' growth and development as our mission, we have offered advanced learning curriculum, rich and colourful campus activities to cultivate elite talents with diligence, enterprise, knowledge and competitiveness for our society. In addition, we proactively safeguarded students' health through enhancing management on procurement and food hygiene, while also respected the protection of student privacy and paid attention to students' physical and mental development, with an aim to build a safe campus environment. As of 15 October 2019, 41,508 students were enrolled in our schools.

**Innovating educational systems and promoting educational philosophy.** In FY2019, we have insisted on improving educational systems, and exploring K-12 international education practices based on the “Educational systems of MLES” to accelerate the transformation of “stand-alone school to educational Park, educational Park to educational district”. With constantly exploring the promotion of education and teaching, we discussed the feasibility of operating schools in Southeast Asia, Asia Pacific and European countries and countries along the “Belt and Road” route to promote the educational philosophy and quality resource of MLES. During the reporting period, we accessed to resources at domestic and overseas through visiting famous international schools, holding education fair and education forum, etc. In the 2018/19 school year, more than 73.3% of our high school graduates received offers from the Maple Leaf Global Top 100 Universities.

**Paying attention to the physical and mental health of employees as well as enriching and improving training system.** We persist in recruiting and attracting excellent international talents to absorb better faculty who are knowledgeable of both Western and Chinese cultures. As at the end of the reporting period, the Group had a total of 6,170 full-time employees. In FY2019, we continued to embrace an equal employment policy, established a comprehensive welfare system and organized diversified faculty and staff activities, fully safeguarding the rights and interests of employees. We constantly explored and enhanced staff training system as well as attached importance to the improvement of staff quality and personal professional development, which had built up a talented team with professionalism, specialization, advanced educational philosophy as well as integrity and competence.

**Sticking to integrity and compliance operation as well as establishing integrity management system.** MLES strictly observes the laws and regulations in relation to enterprise operation, formulates and improves its internal control system to clearly definite the risk management process and ensure compliance operation of enterprises. In FY2019, we have continued to proactively carry out anti-corruption work and strived to implement incorruptible and efficient management.

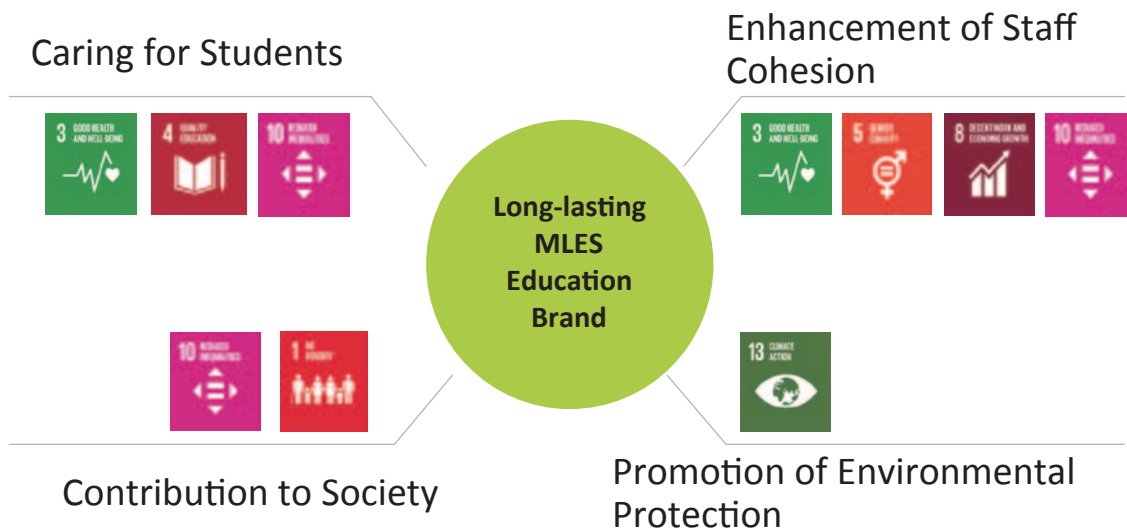
**Continuously promoting environmental protection and implementing green low-carbon concept.** MLES pays attention to environmental protection and resource conservation in daily management through actively promoting electronic office and teaching and paperless operation. Meanwhile, MLES always advocates the concept of green and environmental protection among students through offering green education curriculum and organizing public welfare environmental protection activities, with an aim to cultivate students' low-carbon green awareness and behaviours.

**Devoting to public welfare and achieving enterprise society value.** MLES proactively promotes social responsibility among students and leads students to devote love and well-being for the region where our operation is located through organizing various charitable activities and volunteer activities, such as love to help activity, caring for and visiting the needy, so as to achieve enterprise society value.

## 2. ESG MANAGEMENT

### 2.1 SUSTAINABILITY CONCEPT

Upholding the MLES vision of “building MLES education brand for China, the world and ourselves”, the Group has been committed to quality education offering, talents cultivation and active performance of corporate social responsibility (“**CSR**”) by implementing four major sustainability approaches of caring for students, enhancement of staff cohesion, promotion of environmental protection and contribution to the society. In the course of incorporating sustainable development concept to our operation and achieving our mission for building the long-lasting MLES education brand, we devote efforts to fulfil CSR and take the initiative to achieve the United Nations Sustainable Development Goals (“**SDGs**”), which includes, but not limited to, Goal No. 1: No Poverty, Goal No. 3: Good Health and Well-Being, Goal No. 4: Quality Education, Goal No. 5: Gender Equality, Goal No. 8: Decent Work and Economic Growth, Goal No. 10: Reduced Inequalities and Goal No. 13: Climate Action. In the future, we will continue to operate in responsible manners and meet expectation of relevant stakeholders, so to achieve the sustainable development of environment and society in the process of promoting the education development.



2-1: Sustainability concept of MLES

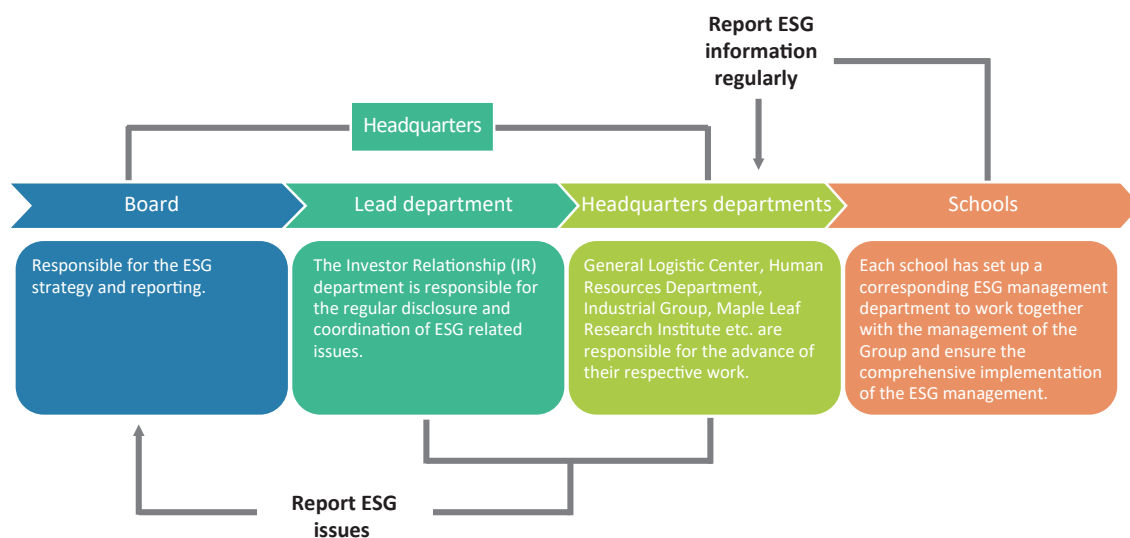


## 2. ESG MANAGEMENT

### 2.2 CORPORATE GOVERNANCE

The Company improves its governance structure continuously to comply with relevant policies and regulations. The board of directors (the “**Board**”) is the core decision-making body of the Group, which comprises seven directors, including three executive directors, one non-executive director and three independent non-executive directors. The Company has established the audit committee, remuneration committee and nomination and corporate governance committee under the Board, which govern all affairs of the Group in different aspects. For more information relating to our corporate governance, please refer to the section of “Corporate Governance Report” of our annual report.

The Board has overall responsibility for ESG strategy and reporting. It participates the evaluation and determination of ESG-related risks. The Group formed an ESG working group to manage ESG report which comprises the lead department, headquarters departments and schools. The ESG working group have clear terms of reference. Each part of the Group performs its respective responsibilities orderly and collaborates with others effectively to promote ESG management. The Lead department coordinates and communicates with stakeholders. Headquarters departments oversee ESG issues pursuant to their respective functions. Schools perform specific ESG routine work and report ESG primary data. In FY2019, during the preparation of this report, the Board reviewed the material issues and reporting strategies, and approved this report.



2-2: ESG Management Mechanism of MLES

## 2. ESG MANAGEMENT

### 2.3 STAKEHOLDERS COMMUNICATION

The Group has maintained diverse communication channels to achieve continuous communication with stakeholders. The Group listens to stakeholders' expectations and concerns and responds promptly to their comments. The Group has identified key stakeholders closely related to the Company and made the following table, which provides the basis for identifying ESG substantive issues of the Group.

Stakeholders	Expectations and concerns	Communication mode
Shareholders/ investors	<ul style="list-style-type: none"> <li>Ensuring interests and benefits of shareholders</li> <li>Investment return</li> <li>Information disclosure</li> <li>Operation and management in compliance with laws and regulations</li> </ul>	<ul style="list-style-type: none"> <li>General meeting</li> <li>Press release and announcement</li> <li>Financial reports of the Company</li> <li>HKEx/the Company's website</li> <li>Investor conferences and roadshows</li> </ul>
Government/ regulatory authorities	<ul style="list-style-type: none"> <li>Legal and compliance supervision</li> <li>Fulfilment of tax obligations</li> <li>Business and economic development</li> <li>Social contribution</li> <li>Operation safety</li> </ul>	<ul style="list-style-type: none"> <li>Compliance reports</li> <li>On-site inspections</li> <li>Attending conferences/seminars</li> <li>Special enquiries/inspections</li> <li>Submitting documents</li> </ul>
Students/business partners	<ul style="list-style-type: none"> <li>Health and safety of the students</li> <li>Protecting students' rights and interests</li> <li>Quality education</li> <li>Innovative education system</li> </ul>	<ul style="list-style-type: none"> <li>Daily interaction</li> <li>Education Fair</li> <li>Survey and questionnaire</li> <li>Regular visits</li> <li>Parent-teacher conferences</li> <li>Company website and official account on social platform</li> </ul>
Teachers/ employees	<ul style="list-style-type: none"> <li>Protecting employees' rights and interests</li> <li>Conducting communication between the management and the employees</li> <li>Occupational health and safety</li> <li>Improving employees' welfare</li> <li>Equal opportunity in employment and diversified development</li> </ul>	<ul style="list-style-type: none"> <li>Labour contract</li> <li>Employees' symposiums</li> <li>Daily communication</li> </ul>
Suppliers/partners	<ul style="list-style-type: none"> <li>Mutual benefit and win-win</li> <li>Fair competition</li> <li>Long-term business relationship</li> <li>Fair and reasonable price</li> <li>Product quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>Supplier evaluation</li> <li>Field visits</li> <li>Daily communication</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Enhancing environmental and ecological protection</li> <li>Energy and resource conservation</li> <li>Promotion of green teaching</li> </ul>	<ul style="list-style-type: none"> <li>Environmental inspection</li> <li>Environmental information disclosure</li> <li>Green teaching</li> </ul>
Communities/ public	<ul style="list-style-type: none"> <li>Community engagement</li> <li>Social fusion</li> <li>Public welfare events</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer activities</li> <li>Public welfare and Charitable activities</li> </ul>
Media	<ul style="list-style-type: none"> <li>Update on education development</li> <li>School activities</li> </ul>	<ul style="list-style-type: none"> <li>Written interviews</li> <li>Telephone interviews</li> <li>Press conferences</li> </ul>

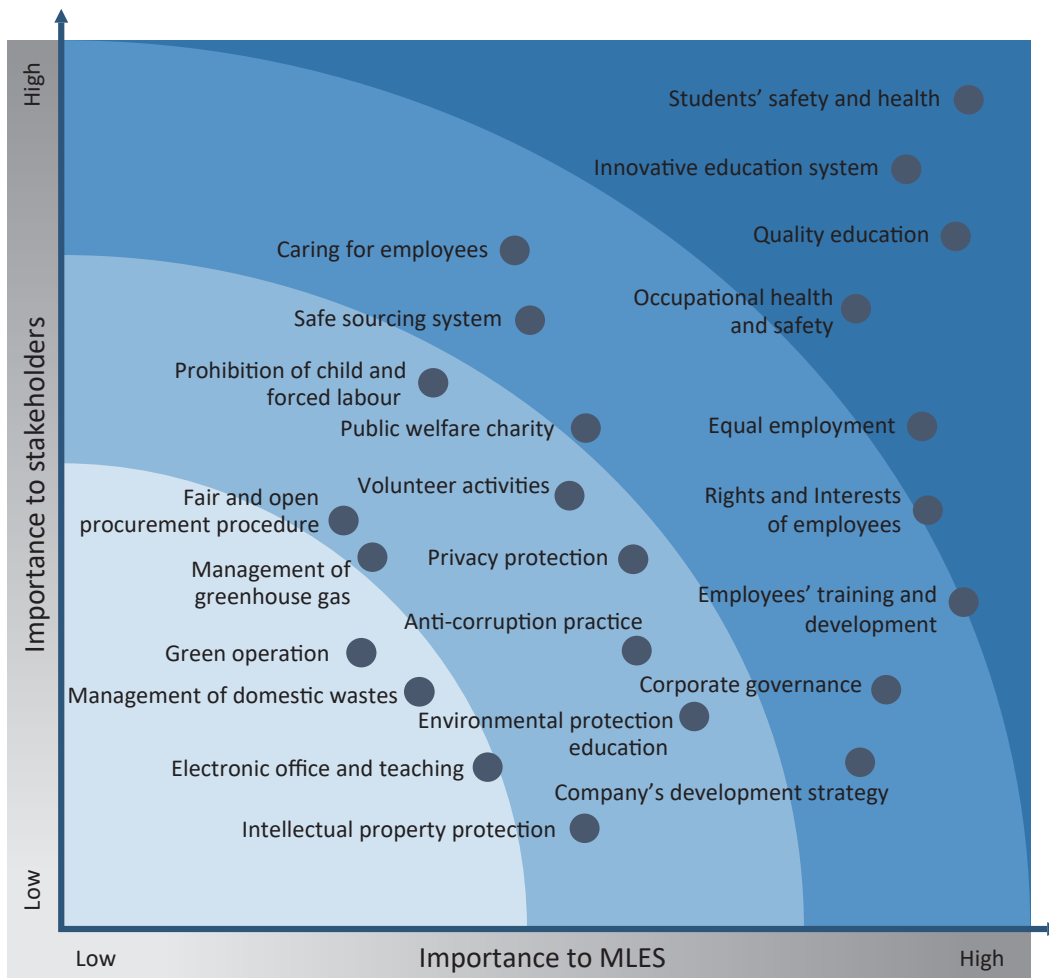


## 2. ESG MANAGEMENT

### 2.4 ASSESSMENT OF MATERIAL ISSUES

By referring to the ESG Reporting Guide set forth in Appendix 27 of the Rules Governing the Listing of Securities on the Stock Exchange of Hong Kong Limited and international standards and after considering the importance of relevant issues to stakeholders and the Company, our ESG working group take the lead to conduct assessment and analysis of ESG issues through questionnaires, interviews and other manners, and formed the following ESG materiality matrix after selection and prioritization. Identified management issues related to material ESG issues have been disclosed in this report.









During the Reporting Period, the Group kept teasing out the concerns of various stakeholders on the Company in its daily work. The Group also circulated stakeholder questionnaires to our staffs and key stakeholders and received, 111 valid questionnaires. The results of the communication and survey to staffs form an important basis for identifying material issues concerned by internal stakeholders, while the communication and survey results from headmasters, Board members and other management were used as ranking reference to ascertain the importance of issues to the Company. Through evaluation, identification and ranking of the issues, the Group formed its ESG materiality matrix. At the same time, according to the analysis of important issues, the corresponding reporting strategies were formulated as shown in table 2-1.



2-3: MLES ESG Materiality Matrix



## 2. ESG MANAGEMENT

Section	Material Issues	Aspects of issue in HKEx ESG Guide	UN SDGs
Innovative education offering a combination of different cultures	Innovative education system, quality education, intellectual property protection	B6 Product Responsibility	
Caring for teachers and students to cultivate future talents	Students' safety and health, prohibition of child and forced labour, equal employment, rights and interests of employees, occupational safety and health, employees' training and development, caring for employees, safe sourcing system, fair and open procurement procedure, privacy protection	B1 Employment B2 Health and Safety B3 Development and Training B4 Labour Standards B5 Supply Chain Management B6 Product Responsibility	   
Legal compliance and risk management	Anti-corruption practice	B7 Anti-corruption	
Promotion of environmental protection for green development	Management of greenhouse gas, green operation, electronic office and teaching and management of domestic wastes	A1 Emissions A2 Use of Resources A3 The Environment and Natural Resources	
Dedication to the community to create a harmonious and loving environment	Public welfare charity and volunteer activities	B8 Community Investment	 

**Table 2-1: ESG issues reporting index**

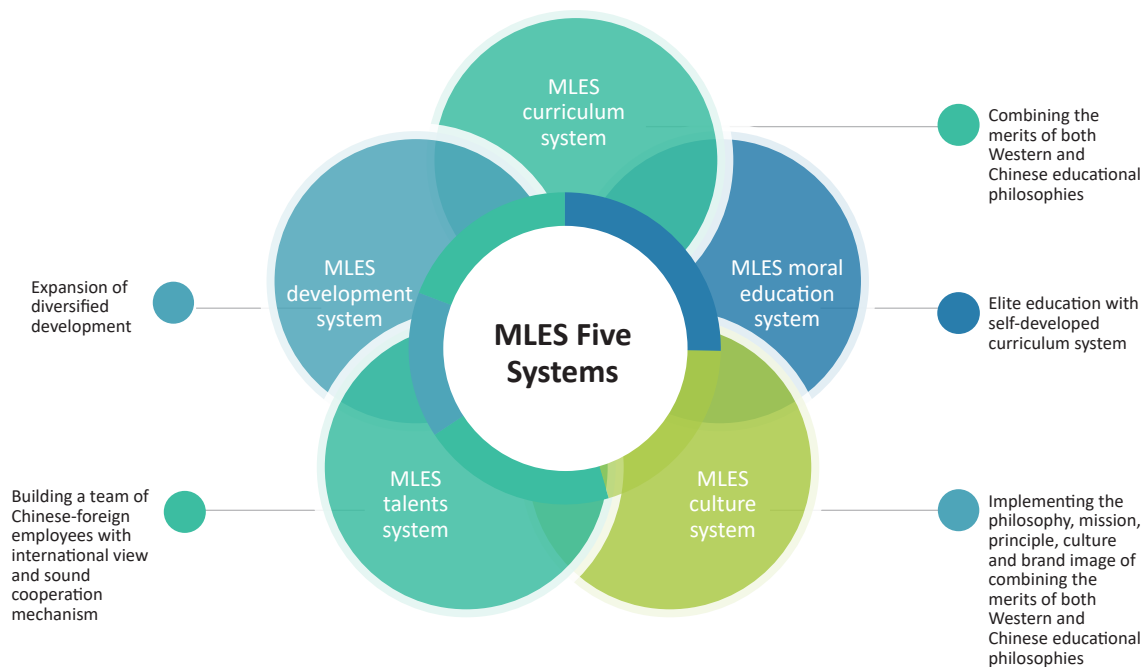
## 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

### 3.1 EXPLORATION FOR INNOVATIVE EDUCATION MODE

Over the past twenty-four years, the Group has been committed to providing students quality education. The leading educational philosophy of “Promoting Quality-oriented Education by combining the Merits of Both Western and Chinese Educational Philosophies” and the unique innovative education mode of “Three Blendings, Two Certifications and One Integration” are the cornerstones of MLES to provide quality education, pursuant to which, MLES continues to explore and improve, constantly optimise the educational system featured with integration of Chinese and Western educational philosophies, with an aim to cultivate high-calibre talents with bilingual proficiency.

- **Optimisation of education system**

With the beginning of optimised combination by introducing the curriculum system of the Ministry of Education of BC, Canada and the Chinese curriculum, MLES has gradually established the “MLES Five Systems” with MLES curriculum system and moral education system as the cores. Based on such systems, MLES is exploring to promote the transformation of “Internationalisation to Elitism” and of “Stand-alone school to educational Park, educational Park to educational district” with the core of K-12 internationalised educational practice. MLES has been recognised by all walks of life by virtue of its constant improvement on the combination of the merits of Western and Chinese education. During the reporting period, MLES was rewarded as “Top 10 International Schools in China 2018” by The Knowledge Review and listed on “Hurun Education Top 100 International Schools in China 2018” by Hurun Education.



3-1: MLES Five Systems

### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

Three Blendings	<ul style="list-style-type: none"> <li>“Three blendings” refers to the blending of the merits of both Western and Chinese educational philosophies, the blending of outstanding Chinese-foreign teachers, and the blending of the best of Chinese-Canadian education resources. The Chinese curriculum at Maple Leaf high schools covers Chinese, politics, history and geography which are taught by Chinese teachers, while the Canadian curriculum covers English, maths, physics, chemistry, biology, sociology and science etc., which adopt Canadian textbooks and are taught by Canadian-certified teachers in English.</li> </ul>
Two Certifications	<ul style="list-style-type: none"> <li>“Two certifications” refers to the Chinese-English bilingual education certification system and Chinese-Canadian dual diploma certification system. Students of Maple Leaf high schools are registered with both Chinese and Canadian educational authorities, and are awarded both Chinese and Canadian high school diploma if they pass the Chinese and Canadian high school graduation examinations.</li> </ul>
One Integration	<ul style="list-style-type: none"> <li>“One integration” refers to the qualification of our Chinese students to apply for all universities in English-speaking countries (regions) and the qualification of our foreign students for admission into Chinese universities after completion of curriculum at Maple Leaf high schools with the prescribed credit. The education costs only account for a quarter of those required for equivalent education in foreign countries.</li> </ul>

#### 3-2: The MLES unique education mode of “Three Blendings, Two Certifications and One Integration”

##### Case study 3-1: MLES was rewarded as “Top 10 International Schools in China 2018”

In March 2019, MLES was rewarded as “Top 10 International Schools in China 2018” by The Knowledge Review, one of the top magazines providing international education and knowledge, and also a highly influential international education platform specialising providing news, blogs, articles and university curriculum for universities, students, teachers and parents. In such awarding report, The Knowledge Review gave a detailed introduction to MLES, including its educational history, educational achievements, unique educational mode and curriculum system, which showed an recognition of the achievements of MLES up to now and its endorse of the advanced cultural philosophy of MLES.

The award of “Top 10 International Schools in China 2018” represents the recognition of MLES by the international community, and highlights MLES’s leading position in international education industry in China and its strong brand influence in the international education.

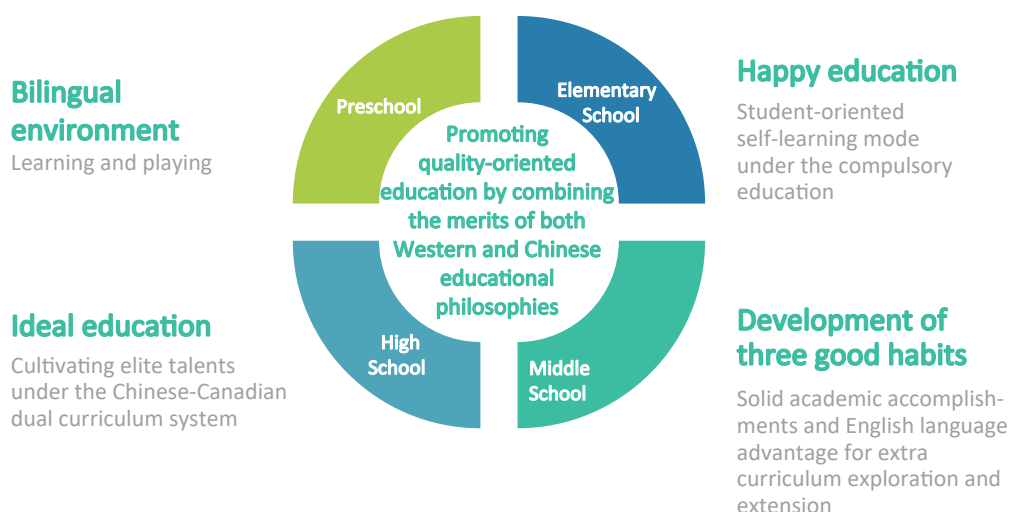




### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

- Promoting quality-oriented education**

The Group has established mature curriculum system standards and diversified education modes. Over the past two decades, MLES has explored and developed standards for English curriculum, Chinese curriculum and ESL curriculum that are suitable for its own education system. MLES has developed education methods and cultivation cores with different focuses applicable for students range from preschool, elementary school, middle school and high school. MLES implements a set of educational philosophies of “Happy Education” for elementary school level, “Development of Three Good Habits” for middle school level, and “Ideal Education” for high school level, designed to cultivate students with a thinking model combining the merits of both Western and Chinese educational philosophies as well as sound comprehensive quality.



**3-3: Education methods and cultivation cores in each school level**

#### Case study 3-2: Maple Leaf Middle School introduces Mathematics and Science class given in English

During the reporting period, Maple Leaf Institute has introduced Mathematics and English Language Arts curriculum of Spring Board, an American university board, as academic preparatory courses for AP class. Such curriculums are set as elective courses for the students in grade 8 and 9 with available time. Learning Mathematics in English will help students deepen their study in English language arts and adapt to BC full English courses in high school, which has received positive feedback from students and parents.

In order to further highlight the English education features of MLES middle school and also constantly enrich the international elements in the basic curriculums of MLES, better help students at middle school receive BC science courses while entering into high school, Maple Leaf Institute explores the development and operation process and curriculum design philosophy of STEM curriculums, and puts forward the implementation scheme of setting STEM English as elective courses in MLES middle school. After investigating a variety of related materials and learning from the textbooks of MM press, MLES middle school is prepared to offer English science courses. MLES middle school will constantly improve the education mode of “exploring and expanding in the advantage of solid subject quality and English” at middle school level.

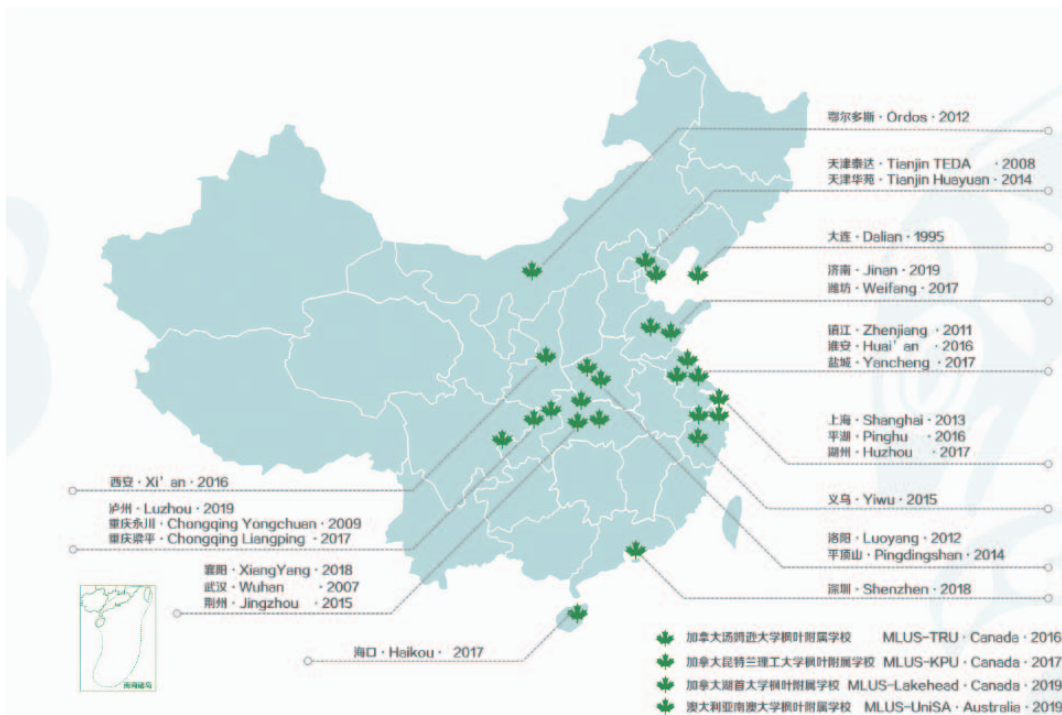
### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

#### 3.2 EXPANDING EDUCATION SERVICE COVERAGE

Adhering to the corporate mission of “committing to providing first-class education to all students regardless of race, colour or nationality”, the Group never forgets to fulfil the social responsibility as an educational institution and is committed to providing fair and abundant educational resources. Over the past twenty-four years, MLES has not only changed the fate of many students and even their families, but also made positive contributions to attracting investment, improving the soft investment environment as well as social and economic establishments in various cities.

The Group continues to improve the popularization of educational resources in China, gradually forms an optimized layout consisting of a hierarchy of stand-alone school, educational park, and educational district from bottom to top, and optimizes its own K-12 educational resources deployment. The Group continues to expand school network and enlarge educational scale of schools in overseas markets. In recent years, MLES has devoted in research of the feasibility of operating schools in countries along the “Belt and Road” and the long-term plan of running schools in Southeast Asia, Asia-Pacific and European countries along the “Belt and Road” countries, aiming to spread the MLES’s educational philosophy and abundant resources to more areas.

As of 15 October 2019, the Group operated 100 schools in 26 cities, of which 96 are located in China, 3 in Canada and 1 in Australia, and had 41,508 students, representing an increase of 13.5% comparing to the same period for the last year.



3-4: Maple Leaf International School network



### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

#### Case study 3-3: MLES signed agreement with Lakehead University to set up overseas school

MLES and Lakehead University of Canada held a signing ceremony for memorandum of understanding on the welcoming dinner of the 14th MLES International Education Fair on 16 November 2018, pursuant to which, Lakehead university was chosen as the planned site of the newest overseas school of MLES. Dr. Shu Liang Sherman Jen, the founder of MLES and chairman of the Board, and Dr. David W. Barnett, Vice President of Lakehead University, signed on behalf of each party.

MLES and Lakehead University have been cooperating for a long term. Many graduates from Lakehead University chose to start their career in MLES every year. Previously, the parties had signed “Maple Leaf Educational Systems-STEM Teacher Training Program”, according to which, MLES graduates may apply to attend the training course for science teachers of Lakehead University and once being accepted, they can apply to attend the targeted-training program by entering into contract with MLES, and return to MLES to teach after obtaining the teaching certificate issued by BC province and receive the same remuneration as that of foreign teachers.

The fourth overseas school of MLES, welcomed its first year students in September 2019. More students will get quality educational service provided by MLES by virtue of this cooperation, and the local education will also be promoted.



### 3.3 SMOOTH COOPERATION WITH INTERNATIONAL UNIVERSITIES

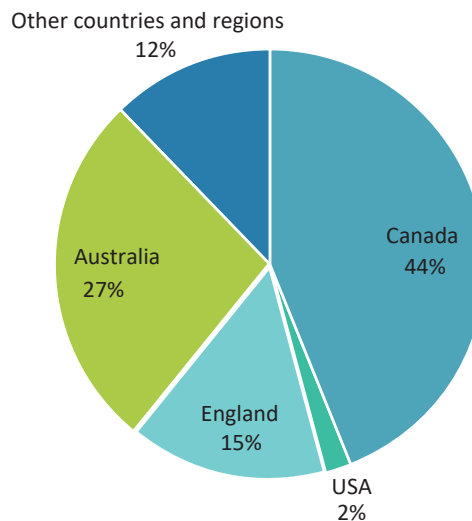
MLES implements a talent strategy by introducing, engaging and pooling international qualified talents to obtain outstanding teachers resource with both Chinese and western background, so as to promote the internationalization strategy of the Group. As of the end of the reporting period, the Group had approximately 2,850 Chinese teachers, 408 BC certified teachers and 175 ESL teachers. Both Chinese and Canadian teachers of the Group take “One team, One goal” as their motto which emphasizing trust, cooperation, communication and mutual complementation and aim to “provide an elite education to all students regardless of race, colour or nationality” and drive the Group to achieve sustainable growth.

For the year ended 31 August 2019, 2,116 students graduated from MLES high schools in 2019, of whom, 1,550, approximately 73.3% of the total, received offers from at least one of the MLES Global Top 100 Universities, which is a record high.

### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

During the reporting period, MLES had actively communicated with international colleges and peers, for instance:

- **Visiting overseas schools:** The vice president of MLES, also the Dean of Maple Leaf Institute, visited more than 20 MLES Global Top 100 Universities in England, Ireland, Australia and New Zealand in January and June 2019.
- **Visiting MLES by elite colleges:** Representatives from University of Cambridge visited Maple Leaf International Academy-Shenzhen to introduce its advantages, admission process and application skills to students of MLES, as well as answered questions relating to University of Cambridge face to face to students of MLES.
- **Holding International Education Fair:** During the reporting period, 84 higher education institutions from 8 countries and regions participated in the itinerant fairs held in 7 cities, namely, Dalian, Tianjin, Chongqing, Wuhan, Luoyang, Zhenjiang, and Shanghai. Of the 84 higher education institutions, 22 are among the MLES Global Top 100 Universities, 14 attended the fair for the first time, 34 offered scholarship dedicated for MLES student, 28 granted offers at the fair, and 53 recognised our grade 12 students achieving required score in English as satisfactory in language requirement. A total of 15,000 people attended the fair, mainly students and parents of MLES.
- **Holding education forum:** Maple Leaf International Education Forum 2018 was held at Jinshitan, Dalian in November 2018. With the purpose of “leading international education development and sharing educational achievements”, the forum aimed at “high-end pragmatic and win-win cooperation”, and invited Chinese and foreign international education experts, industry leaders, government officials and related educational institutions to gather in Dalian to discuss the national education reform process and prospects, led the localization of international education and explored the development direction of international schools under the “Law for Promoting Private Education of the People’s Republic of China”.



3-5: 2018/19 Maple Leaf High School Graduates Placement



### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

#### Case study 3-4: the elementary and middle schools in Maple Leaf's international schools being accredited by Cognia

On 12 March 2019, the Cognia Accreditation Ceremony was held at Jinshitan, with the attendance of Dr. Annette Bohling, the Chief Accreditation Officer of Cognia, the largest school accreditation agency in the world, Dr. Kem Hussain, Cognia Vice President of Middle East/Asia Area, Dr. Claudia Carter, Vice President of Certification Services, Dr. Ludy Van Broekhuizen, the Global Liaison representative, and Dr. Shu Liang Sherman Jen, Maple Leaf's Founder and Chairman of the Board, as well as leaders from the Group and each school.

Cognia is the largest non-government and non-profit educational accreditation organization in the world and had accredited more than 36,000 schools and institutions in over 83 countries and regions. The elementary and middle schools of Maple Leaf International School had been successfully accredited by Cognia. Since then, Maple Leaf educational system, all elementary schools, middle schools, high schools, and foreign national schools in China and overseas countries had been accredited by Cognia.





## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### 4.1 PROTECTING STUDENTS' RIGHTS AND INTERESTS

Advanced educational philosophy and educators' responsibility are key factors to the success of running a school. MLES adheres to its spirit of "serving for excellence in Education" and cares for the growth of students. We respect the students' right to receive education and promote the equality in education. Meanwhile, we attach emphasis on protection of students' rights and interests with an aim to create a safe and better learning environment for students, and we also strictly safeguard students' privacy to ensure the security of personal information. Moreover, the Group strictly complies with the relevant laws and regulations of the places where it operates, such as the "Law on the Protection of Minors" and the Measures for the Handling of Student Injury Accidents and pays great attention to the safety and health of all students, for which the Group has set up a work safety management system and a management accountability system so as to ensure the safety of students.

- **Respecting the students' right to receive education**

With our mission of "commitment to providing an elite education to all students regardless of race, colour or nationality" in mind, we are committed to promoting the equality in education by offering students from different family backgrounds a chance to receive quality education and prohibit any kinds of discrimination against the students on the basis of, among others, gender, race or religion, etc in the enrolment.

The Group makes efforts to promote students' equity and accessibility to education. In setting the tuition fees, the Group strictly complies with the regulations stipulated by local education bureaus and price bureaus. Dr. Shu Liang Sherman Jen, the founder of MLES, formally established the "Sherman Jen Educational Foundation" in 2017 and personally funded the launch of "Zhou Enlai Class Scholarship" which is to fund outstanding middle school graduates to study in Maple Leaf International School (high school) and help them adapt to the learning life.

- **Rational advertising campaign**

In strict compliance with the "Advertisement Law" of the places where it operates, the Group develops a strict review process, pursuant to which advertisements and other publicities shall be reviewed by the business department, compliance department and other departments before their official release, so as to ensure the rigorousness and authenticity of such information. In addition, we introduce our schools to students' parents in a true and objective manner according to relevant requirements.

- **Protecting students' privacy**

The Group complies with the relevant provisions on privacy protection of the "Tort Liability Law" and the "Law on the Protection of Minors", so as to protect the privacy and personal information security of students and parents. The Group has established marketing centre to manage the accounts of enrollment system in a unified manner, and also has strict authority management in place to ensure the confidentiality of personal information in the system and timely supervise and maintain relevant information. For the protection of portraiture right, new application form has been applied to all enrolled students since October 2015 with newly-added terms of use agreement on portraiture right to further regulate the use of portraiture right, effectively protecting the personal information and privacy of students and parents.



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Campus safety**

The Group is committed to building a safe campus environment with efforts on three major aspects: establishing safety management policy and system, cultivating safety awareness and implementing safety measures, to ensure the safety of students.

- **Establishing safety system:** The Group has the MLES Safety Management System in place. Each school formulates its own campus safety management system in accordance with the requirements of MLES Safety Management System as well as actual operation, such as Campus Safety Management System of Wuhan Maple Leaf Elementary School, Fire Emergency Plan of Dalian Ganjingzi, Student Self-injury Emergency Handling Plan of Dalian Ganjingzi. The system clarifies safety accountability of schools, emphasizes the safety target management methods, and carries out standardised management in terms of the campus safety environment building, student safety management, food safety management, school infirmary management, fire safety and other emergency management.
- **Cultivating safety awareness:** Each school conducts regular training on campus safety issues for faculty and staff to enhance their safety awareness and emergency response capabilities.
- **Implementing safety measures:** During the process of operation, each school conducts at least one emergency drill (such as fire drills and earthquake drills) every year, and school bus safety drills are organised in schools which provide school bus services. Furthermore, public areas of each school are equipped with 24-hour surveillance cameras, and some schools have established connectivity with local police stations to safeguard campus safety.



4-1: Earthquake drill at Henan Maple Leaf International School

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- Development of teachers’ professional ethics and morality**

The Group attaches great importance to the development of the professional ethics and morality of faculty and staff in China, Canada and Australia, in every stage of their recruitment, taking a post and teaching, as well as implements strict control over the construction of teachers’ professional ethics and morality. The Group has formulated the standardised staff regulation and policies, which clearly defines the zero tolerance towards harassment and bullying, aiming to ensure the physical and mental health of teachers and students and create a respectful and safe learning and working atmosphere.

<p><b>Strict control over recruitment process</b></p>	<ul style="list-style-type: none"> <li>➤ It is clearly stipulated in the work process of human resource for the Chinese teachers that the Group shall carry out the background investigation on the teacher’s post and fill out the investigation results in the Recruitment Assessment Form for new employees. In the process of recruitment, each school also conducts stringent review of the qualification of the applicants for teaching posts, and has at least one background check on occupational history for all teachers after the proposed employment. No applicants would be employed once problems identified during their background investigation.</li> <li>➤ For the Canadian teachers in the stage of recruitment, it is stipulated that all staff are required to complete a criminal record check, and verify the teaching certificate obtained from the teacher’s original nation at the same time, aiming to ensure whether the teacher is qualified for being awarded the teaching certificate by the Ministry of Education of BC, Canada.</li> </ul>
<p><b>The establishment of professional ethic culture</b></p>	<ul style="list-style-type: none"> <li>➤ It’s required in the MLES’s culture that every employee should possess MLES’s professional spirit, namely, excellent professional skill, noble professional ethics and good professional morality, all of which are integral to it. Each aspect stipulates specific requirements on working standards and the working style of employees. For example, it’s required in the “noble professional ethics” that our employees should love and care for all students and respect students’ personality as well as treat them equally and fairly. Moreover, our employees should be strict and patient with students. However, sarcasm, irony, discrimination and corporal punishment or covert corporal punishment to students are prohibited for the purpose of protecting the students’ legal rights and interests and promoting students’ comprehensive, initiative and healthy development.</li> <li>➤ Lectures on Human Resource Management System will be arranged for new employees to provide training on teachers’ professional ethics and morality during the induction training. The regular working meetings and special meetings will be held to provide training on teachers’ professional ethics and morality during the school’s regular management.</li> </ul>



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

<p><b>The clear defining of punishment mechanism</b></p>	<ul style="list-style-type: none"> <li>➤ “Solemn Commitments” of MLES’s employees is publicly posted in all schools in China, which prohibits our staff from behaviours violating the professional ethics. MLES would terminate our staff’s labour contracts once violation identified, and whereas the case constitutes a crime, criminal responsibilities shall be affixed by transferring to the judiciary authorities. Supervision can be conducted by students, parents and all walks of life.</li> <li>➤ It is stipulated that all Canadian teachers should strictly comply with MLES’s code of conduct and meet the teachers’ professional standards of BC, Canada. They will be subject to the risk of revoking teaching certificates if violating the discipline of Teacher Management Office of BC, Canada. Thorough investigations will be conducted when being informed of potential problems of abusing students by complaint or other channels. Teachers who have any breaches of professional ethics will be published according to the investigation results.</li> </ul>
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- **Safe sourcing system**

The Group attaches great importance to the safety and health of all the aspects in daily life of the teachers and students, for which MLES has established an industry group to conduct unified management of procurement activities. Adhering to the tenet of “All for the health of the teachers and students”, the industry group standardises procurement process, strictly selects quality suppliers, and adopts open tendering for major projects. The general projects are invited for bidding, which requires more than three suppliers for the procurement of each kind of material or equipment. The best and suitable suppliers are chosen according to the size of suppliers, product quality, price, services and payment method.

- **Strict admittance requirements:** In the selection of suppliers, strict procurement policies are adopted to select suppliers carefully. On the one hand, the Company selects high quality and well-known brands; on the other hand, it requires suppliers to provide relevant certification, such as inspection report. The Company will visit suppliers before cooperation, so as to inspect the scale and management level of enterprises.
- **Transparent procurement:** Suppliers of centralized-purchasing commodities are confirmed through open tendering to ensure fair and open procurement. When selecting suppliers, the president of the industry group conducts site visits to the production plants of these centralized-purchasing commodities brands, so as to ensure that all respects meet the Company’s requirements.
- **Suppliers’ process management:** In the process of procurement, the Group records feedback on the use of products in strict compliance with the procurement procedures, communicates promptly with suppliers for any problem identified and procures them to solve it within a limited period. In terms of execution, the Group engages a qualified agency to inspect the products of the school uniform factory and the water plant annually to ensure the product quality. In the stage of supplier evaluation, the Group visits suppliers to investigate their strength, quality management system and other aspects. For food suppliers, the Group supervises their daily service quality and formulates a problem record mechanism on quality and quantity which can be a basis for supplier evaluation.

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Food safety and nutrition management**

The Group has strictly complied with the “Food Safety Law” and other laws and regulations of places where the Group operates, so as to provide students with safe and healthy food. Within the Group, the food and beverage department of the Group has developed a series of standardised management and regulations on workflows and required local self-run canteens to strictly observe them. Meanwhile, the following measures have been adopted to implement food safety and nutrition management:

- **Standardised training on food safety:** The Group has organised the canteen managers of each school across the country to receive systematic training, learning and testing about the standardized workflows on food safety, and required every manager to provide the corresponding training and testing by posts to all the staff working in their canteens.
- **Standardised operation requirement:** All workers at the canteens must pass the physical examination before taking up their posts. The staff must be clean, tidy, healthy and disease-free, and are subject to re-examination once a year for timely staff replacement for any problem. Food sampling shall be conducted for 48-hour retention system every day. The food processing has been in strict compliance with the prescribed procedures with kitchenware and tableware used separately for raw and cooked food and cleaned and sterilised for each meal, and raw and cooked food stored separately. Sale of leftovers is forbidden to ensure the freshness of food.
- **Ensuring site hygiene:** Processed food and ready-to-eat food are kept separately, same for finished products and semi-finished products. Raw materials shall not directly contact with the ground and the food shall not contact with toxic articles and unclean substances. The canteen areas are divided into several sanitary zones and the accountability system is implemented, which specifies the responsibility of each individual employee.
- **Adhering to nutritional catering:** Three meals and snacks for students at our preschools and elementary schools are provided in strict compliance with the nutritional catering benchmark formulated by the nutritionists, while a wide variety of dishes are available for choice by students of our middle schools and high schools who are guided to choose dishes properly according to their physical conditions. The Group ensures a rich portfolio of meat and vegetables with light taste and balanced nutrition.
- **Organising lectures on nutrition:** Before delivering the lectures, the nutritionists have reviewed the results of annual check-up for students, and visited the school canteens to collect the information regarding the dishes provided for all teachers and students and their dining habits such as the dishes ordered or leftover, and then made adjustments to the lectures based on the first-hand information collected and delivered targeted nutrition lectures.
- **Optimising the dietary:** Nutritionists analysed the results based on students’ nutritional status and made targeted improvements, so as to optimise students’ dietary structure and ensure their balanced nutrition.



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Safe and environmentally-friendly structures**

The Group implements safety and environmental protection control over the key aspects such as procurement of construction materials and equipment, on-site construction supervision and inspection before putting into use, so as to ensure safety of the structures at each campus.

The Group implements centralised management over the contractors, who conduct construction of campus (including school dormitories, stadiums and public facilities). Only contractors with second-class or higher qualification for renovation and decoration projects are invited for bidding, and the contracts entered into by both parties shall contain provisions regarding on-site construction safety. Moreover, qualified supervision companies shall be engaged to conduct on-site supervision. Construction materials used by the contractors shall be subject to rigorous selection process, and the construction materials, furniture, facilities and equipment shall obtain environmental certifications. All the buildings shall be subject to environmental inspection before putting into use, and only can be put into use after passing the inspection.

- **Colourful campus activities**

The Group is committed to creating a delightful and independent educational environment. During the reporting period, colorful campus activities have been carried out in each campus. Electives courses were extended to encourage students to take part in club activities, so as to continuously enrich the life of teachers and students in campus, broaden the horizons of students and cultivate various hobbies for both the teachers and students.



**4-2: Specialised Fencing Class at Dalian Maple Leaf International School (Elementary School)**



**4-3: Specialised Football Class at Dalian Maple Leaf International School (Elementary School)**

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study 4-1: “Promising future with science and technology” — Science and Technology Exhibition at Xi’an Maple Leaf International School (Elementary and Middle School)

In April 2019, a science and technology exhibition with the theme of “Promising future with science and technology” was held at Xi’an Maple Leaf International School, in order to cultivate the creativity and practice capability of students, enrich campus life, and stimulate students’ interest in science, learning science and using science since childhood.

The exhibition began with interesting experiment on science popularisation in the morning. Two teachers introduced some scientific phenomena that would be encountered in life with a few stories. After that, students actively took part in the display interaction with robots and model experience. In the afternoon, under the guidance of teachers, students came to the lecture hall in neat lines to watch the science lecture and science experiment show.

The exhibition stimulated students’ strong enthusiasm for small technology products, activated the learning atmosphere on campus, enriched students’ campus life, and expanded students’ quality education.





## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### 4.2 PROTECTING EMPLOYEES' RIGHTS AND INTERESTS

MLES implements talent strategy, widely introduces, uses and accumulates international talents. It promotes fair employment, and provides a good development platform for employees, so as to actively promote the Group's strategic development. In addition to complying with applicable laws and regulations, we also attach great importance to humanistic care, and are committed to creating a good working and cultural environment for all employees, ensuring their physical and mental health, and creating a harmonious employment relationship. No violation in relation to child labour or forced labour, or litigation due to employment issues occurred during the reporting period.

- **Fair employment**

The Group embraces a talent principle featured with fairness, justice and openness. In accordance with the international covenants of human rights including the *Universal Declaration of Human Rights* and the *International Covenant on Economic, Social and Cultural Rights*, the relevant core labour convention issued by the International Labour Organisation as well as the laws and regulations such as the *Labour Law*, the *Labour Contract Law*, the *Provisions on Prohibition of Child Labour*, the *Law on the Protection of Rights and Interests of Women* and the *Trade Union Law*, the Group has developed relevant policies covering employee recruitment, employment, remuneration, promotion, working hours, vacations, dismissal, as well as occupational health, work safety and welfare benefits, etc., with a view to create and maintain a working environment of diversity, integration and non-discrimination.

The Group implements performance appraisal system, with remuneration being linked to work performance. Through the establishment of the incentive mechanism of linking employees' own interests to MLES's business development, the enthusiasm of all employees of the Group has been fully mobilised and the quality of work has been improved. At the same time, we provide salary incentive policies for famous teachers, teaching and research team leaders, business backbones and other outstanding employees to improve MLES's salary competitiveness, retain outstanding talents, and attract outstanding talents to join in.

Under the motto of "combining the merits of both western and Chinese education philosophies", the Group has built a team of teachers who are knowledgeable of both western and Chinese cultures. The Group has a total of 6,170 staff and teachers. The Chinese and Canadian teachers of the Group have developed the culture of "One team, One goal", which emphasises trust, cooperation, communication and complementary advantages, and have been committing to "providing an elite education to all students regardless of race, colour or nationality", so as to provide impetus for the sustainable development of the Group.



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **No employment of child labour and forced labour**

The Group strictly abides by national laws and regulations and strictly prohibits the employment of child labour and forced labour. Our Human Resources Department has established detailed recruitment regulations and review procedures, strictly reviewed the personal data of the employed personnel and clearly explained the conditions of employment to prevent the employment of child labour or forced labour.

MLES insists on compliance employment by incorporating the principles and requirements of non-discrimination, freedom of association and collective negotiation, prohibition of use of child labour and forced labour into its sustainability management. The Group has developed and implemented a set of systems such as the Employee Manual and the Human Resource Management System which specify the leave entitlement of the employees and the relevant protection measures, so as to put the requirements of non-discrimination, freedom of association and collective negotiation, prohibition of use of child labour and forced labour into practice. The employees fully enjoy the rights of freedom of work stipulated in the *Labour Law*. Any way of forced labour and restriction on the personal freedom of employees is prohibited within the Group.

- **Employee health and safety**

The Group strictly complies with the *Trade Union Law*, *Law on Prevention and Control of Occupational Diseases* and relevant laws and regulations of places where it operate, and has set up relevant systems (such as Work Safety Management System and Campus Safety Management System, etc.), which include specific safety guidelines, introduce the safety management rewards, punishments and management accountability mechanism, and require to provide safety management training sessions and proceed regular safety inspections, with an aim to prevent accidents and eradicate casualties.

Meanwhile, we assign psychological consultants for each school to deliver lectures on psychological wellness and offer psychological counselling services; equip each canteen with nutritionists to prepare nutritional diet for the staff; make the stadium and sports equipment of each school available to the staff during a certain time period every day for free, with an aim to promote physical and psychological wellness of the staff.



4-4: Lecture on psychological counselling for employees



4-5: Lecture on fire-fighting knowledge



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Benefits and caring for employees**

The Group not only provides a competitive compensation portfolio to attract talents, but also formulates appropriate welfare policies for Chinese and foreign employees to motivate our employees. In addition to the welfare and benefit provided by law, we also offer international medical insurance for key member of the management in need, and provide extra benefits beyond the law for employees in according to the actual conditions in each place to take care of their personal needs.

In order to enrich the staff's spare time life and enhance the team cohesion, the Group organised celebration events for the New Year's Day, Teacher's Day, Halloween, Christmas and other festivals, teacher-student entertainment activities such as art festival, basketball match and water splashing festival as well as sports games, birthday parties and exchange activities for staff. In addition, the Group also visited and offered financial support to employees in need.



4-6: The 2019 New Year's Day party for staff

- **Facilitating development of the employees**

The Group implements a talent strategy, focuses on improving the overall quality of the workforce. The Group has formulated various talent training programs, attaches great emphasis on the integration of training and practice, and actively carries out trainings for management team, teacher team, administrative staff team, enrolment staff team and general logistics service team. The Group pays high attention to the improvement of staff quality and the development of personal career and has established an efficient and diverse training system which will be constantly explored and improved. According to the long-term and short-term development plans and goals, we organise various training courses or assign outstanding employees to visit, study and communicate at domestic and overseas each year. Through training and practice, the Group constantly improves the professional quality of our management team and grass-root staff team, and builds a professional talent team with expertise, advanced education concepts and an integrity of ability and morality.

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

The staff development and training that the Group focuses on are as follows:

### Management cadre training

Aiming to build a professional and innovative management team with high quality, the Maple Leaf management cadre training course is designed to cultivate a MLES principal echelon with expertise in education, management and the market, so as to provide talent supply and intellectual support for the development of the Group. The Group has successfully held four sessions of management cadre training course so far. The fifth cadre training course started from the first half of 2018 is still processing smoothly during the reporting period.

### New school "1+5" team

The "1+5" mode is adopted for build-up of talent team for the new schools. Whereas "1" refers to the assignment of a headmaster, while "5" refers to the formation of the leading group of the school, namely, director of teaching affair, director of English center, director of general affairs, director of admission office and financial supervisor. Following the system model and enterprise culture of MLES, this new staff team will explore a new market and develop a new school, with an aim to achieve success in running new schools by duplicating the education services with MLES mode, system and curriculum.

### New sprouts project

Through the establishment of strategic collaborations with 7 well-known universities and the deepening of communication and cooperation with other well-known domestic and foreign colleges at the same time, the Group will select the outstanding student cadres with the majors of educational management, English and etc. from these universities to work for MLES on a regular basis. With systematically theoretical training and on-the-job training, these student cadres will be promoted as principals of middle schools and elementary schools or middle management members within two years. The first batch of Project New Sprouts ended in July, 2018, the majority of students will officially enter management positions after assessment. In the future, there will be a group of excellent managers from the New Sprouts students.

### Master program of the educational management and leadership at Royal Roads University

The Group cooperates with Royal Roads University, with an aim to improve the overall quality and management skill of MLES's management team. The educational management and leadership master's program run by Royal Roads University for MLES is available for employees of MLES, providing a 2-year on the job study with half of the fee borne by the Group. In terms of the program, it offers 9 courses including school improvement research, leadership development through reflective practice, curriculum system, teaching and assessment, which will be provided in both Chinese and English. After completing the course and passing the graduation assessment, the students will be granted RRU Education Master's Degree. The educational management and leadership master's program run by Royal Roads University has become an effective way for self-training cadres of schools due to its distinct features.

### New school employee training

Through MLES's educational theory training and the implementation of teaching practice and guidance training for schools by the well-known teachers under the Group, the newly-built schools and acquired schools enable its employees to be familiar with MLES's mode system and to be informed of the regulatory rules of MLES, aiming to improve the ability of school managers' leadership and teachers' teaching. The employee training of schools has been carried out in Luzhou during the reporting period.



## 5. LEGAL COMPLIANCE AND RISK MANAGEMENT

### 5.1 LEGAL COMPLIANCE AND BRAND PROTECTION

The Group always strictly abides by relevant laws, regulations and industry requirements and focuses on its own compliance operation and risk management. The Board will supervise and improve legal compliance and risk management of the Group, so as to meet the national and industrial regulatory requirements and satisfy the requirements under the Corporate Governance Code. Meanwhile, the Group attaches a great importance on protecting intellectual property rights during operation and establishes a series of measures to protect company brand.

- **Risk Management**

The Group comprehensively and systematically carries out the identification and prevention of compliance risks and formulates risk prevention and response measures. The Group continues to pay an attention to the changes of relevant laws, regulations and policies, in order to provide legal compliance support for the development of school running and healthy operation development in accordance with laws and regulations. The Group conducts compliance review and evaluation on important decisions, key projects, operation activities, various legal documents of the Group and its subordinate campuses, implements legal compliance demonstration, puts forward legal opinions and provides legal compliance consultant. The Group organises or help its subordinate campuses conducting legal compliance training. The Group also carries out compliance review, guides compliance management of subordinate campuses and supervises the rectification of violations. The Group handles reports of non-compliance, emergencies, lawsuits or arbitration cases.

- **Brand Protection**

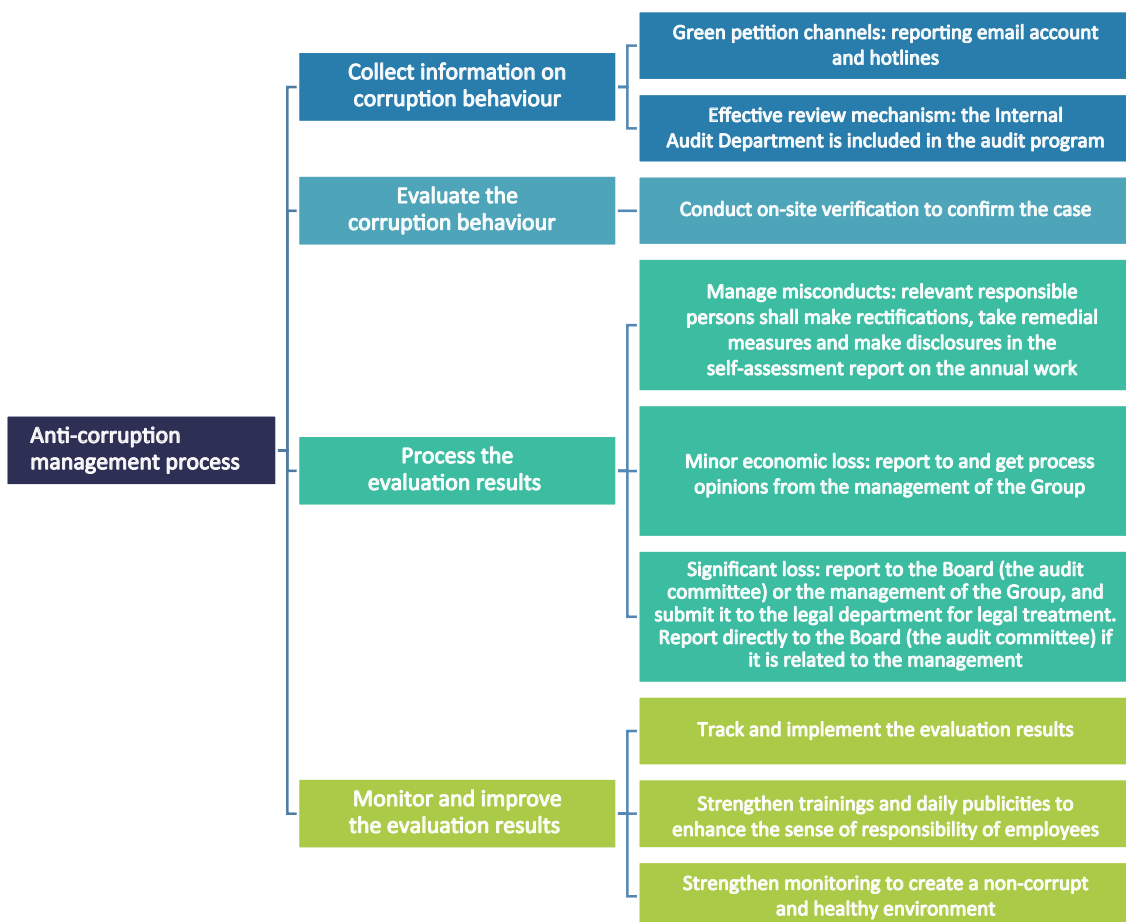
MLES brand is an important asset to survive and develop. The Group will further enhance the trademark protection and prevention strategy program, and enlarge the scope and category of using and protecting company's trademark through the approval and registration of trademark, which improves company's trademark and brand system. The Group monitors all kinds of trademark according to laws and constantly and actively takes actions as its rights to protect trademark and brand by sending warning letters, litigation and arbitration and other legal channels. The Group will train staff who are in charge of recruitment and promotion on brand protection, as to ensure the legal use of company's trademark and the enhancement awareness of brand protection during enrollment promotion and external publicity, protecting the Group's rights and interests on its trademark and brand.

## 5. LEGAL COMPLIANCE AND RISK MANAGEMENT

### 5.2 ANTI-CORRUPTION PRACTICE

The Group always strictly complies with the provisions in respect of anti-corruption, bribery, extortion, fraud and money laundering of national laws and regulations such as the *Criminal Law*, the *Law against Unfair Competition* and the *Company Law*. During the reporting period, the Group was not involved in any litigation relating to corruption or fraud.

In respect of internal policy, the Company has developed the Anti-fraud System of MLES (《楓葉教育集團反舞弊制度》), which outlines the goal and policies of the Group in prevention and crackdown of corruption behaviour; meanwhile subject to the Internal Audit Management System of MLES (《中國楓葉教育集團內審管理制度》), the Internal Audit Department of the Company is responsible for independent supervision of the authenticity and legitimacy of the inter-group income and expenses and economic activities. In respect of the implementation of anti-corruption reporting initiatives, the Company has in place anti-corruption management process, which forms an anti-corruption mechanism that links up and down. In respect of reporting channels, the Company has established smooth petition channels such as reporting email account and hotlines with whistle-blower protection. Anti-corruption management at different levels has ensured integrity operation of the Company.



5-1: Anti-corruption management process of MLES



## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### 6.1 GREEN OPERATION

The Group actively identifies its major emissions and the utilised resources during operation. The major emissions include greenhouse gas and kitchen waste; the major resources used are electricity, water, natural gas, diesel, liquefied petroleum gas, gasoline and outsourcing heat; and the major packaging materials used are plastic packaging bags, cartons and paper. The Group always strictly complies with the relevant laws and regulations, such as the *Environmental Protection Law of the People's Republic of China* to manage its operation. The Group has developed various internal energy conservation and emission reduction systems which are applicable to each schools in their operation. Meanwhile, the emissions generated from and resources used by the canteens are specially managed by headquarters. The Group continuously improves the efficiency of resource use and reduces emissions from operation so as to achieve green and sustainable development. During the reporting period, the Group was not involved in any litigation or imposed of any material penalty owing to any violation of laws and regulations relating to environmental protection.

- **Energy conservation and emission reduction**

The Group carries out multi-dimensional measures according to the characteristics of emissions generated from and resources used in daily operation to improve the management standard of emissions generated and resources used. All schools have developed their own energy conservation and emission reduction systems according to their actual conditions, such as the Management System for Energy Saving of Huaian Enlai Maple Leaf International School, Management System for Power Saving of Zhenjiang Maple Leaf International School, Management System for Water, Electricity and Warming of Inner Mongolia Ordos Maple Leaf International School, Management System for Water Saving of Dalian Ganjingzi Maple Leaf International School and etc., and implement energy conservation and emission reduction measures according to their own systems, as well as advocate students and teachers to fulfil the green operation responsibilities.

<b>Emission Management</b>	<p><b>Cooking fume treatment:</b> School canteens are the main operating places that generate cooking fume. The Emission Standard of Cooking Fume (GWPB5-2000), Emission Standard of Cooking Fume (GB18483), General Code for Construction and Acceptance of Mechanical Equipment Installation Engineering (GB50231-98) are followed by each canteen in the treatment of cooking fume. Both the cooking fume removal rate and emission concentration meet the national standards.</p>
	<p><b>Wastewater treatment:</b> The schools produce oily sewage due to the operation of the canteens. All self-operated canteens have oil separation tanks to ensure the efficiency and compliance of wastewater treatment.</p>
	<p><b>Kitchen waste treatment:</b> Firstly, schools reduce the production of kitchen waste from the source, requiring teachers to conduct "Clear Your Plate Campaign" education which eliminates food waste, and advocate meals on demand among students, which has greatly reduced food waste. Moreover, in respect of kitchen waste treatment, the Group made a request for waste sorting in canteens of all schools nationwide at the beginning of 2019. The sorted waste is handed over to the garbage collection unit designated by the environmental protection department of the local government for waste treatment.</p>

## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

	<p><b>Medical waste disposal:</b> School infirmaries may produce small amount of medical waste. For this kind of waste, infirmaries implement waste sorting management with medical waste being collected by school doctors and open storage of medical waste being prohibited. The medical waste is treated separately from the domestic waste and stored in a special garbage bin by the infirmaries and will be handled by the school doctors for disposal in time. Furthermore, the medical waste is placed in special anti-leakage and anti-penetration packaging or sealed container labeled with warning instructions.</p>
<p><b>Resource Conservation</b></p>	<p><b>Paper conservation</b></p> <ul style="list-style-type: none"> <li>➤ Promote the use of recycled paper and double-sided printing. Modify text on the computer as far as possible to reduce the consumption of paper and waste.</li> <li>➤ For office paper and envelopes, single-side waste paper can be recycled for use. Used envelopes in the office can be kept for internal reuse.</li> <li>➤ For art paper used by teachers and students, the waste material should be kept in the carton and a small amount in need is to be taken out for use to reduce the waste of resources and improve the utilization rate.</li> <li>➤ All schools have special place for waste paper recycling and express package recycling.</li> </ul>
	<p><b>Electricity conservation</b></p> <ul style="list-style-type: none"> <li>➤ Regulate the use of air conditioner. Take the headquarters as an example, the use of air conditioner is uniformly managed by the specially-assigned personnel of the general management department. If the outside temperature does not reach 29°C or above, no air conditioner should be turned on in summer, also it is stipulated that the temperature of air conditioners should not be lower than 26°C in summer.</li> <li>➤ Part of the dormitories have installed new energy facilities such as solar water heaters, to avoid electricity waste caused by loop heating of electric water heaters.</li> <li>➤ For well-lit public places (e.g. classrooms, etc.), install energy saving switch to use both time and illumination control.</li> <li>➤ Put up labels in the office and corridor to remind teachers and students to save electricity.</li> <li>➤ Security guards patrol after school every day to check the shutdown of power.</li> </ul>



## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

	<b>Water conservation</b>	<ul style="list-style-type: none"><li>➤ In the renovation of each school canteen, water-saving faucets have been installed, and propaganda slogans related to water conservation are posted besides.</li><li>➤ Water-saving faucets have been installed in all schools to reduce unnecessary water waste due to large water flow or continuous flow.</li><li>➤ In respect of propaganda and education, teachers usually carry out water conservation propaganda and education on the forms such as class meetings, department meetings and others to cultivate students' awareness of water conservation.</li><li>➤ The general affairs department should check the main water-consuming equipment of each water-consuming department regularly to find the leakage points and repair them in time.</li></ul>
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6-1: Smart assorted dustbins set up in Shenzhen Maple Leaf International School



6-2: Wall painting of water saving for washbasins in Hainan Meiwen Maple Leaf International School



## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- Environmental performance display**

With the implementation of emission management policies and initiatives during the reporting period, the information on major emissions and use of resources in the reporting period is set out as below:

Indicator	Unit	FY2019
<b>Greenhouse gas emissions</b>		
Total greenhouse gas emissions (Scope 1+Scope 2)	tCO <sub>2</sub> e	35,830
Greenhouse gas emissions per RMB million revenue	tCO <sub>2</sub> e/RMB million	22.82
Scope 1: Greenhouse gas emissions from direct emission sources	tCO <sub>2</sub> e	7,502
Scope 2: Greenhouse gas emissions from indirect emission sources	tCO <sub>2</sub> e	28,328
<b>Discharge of waste</b>		
Discharge of kitchen waste	kg	329,330
Discharge of kitchen waste per RMB million revenue	kg/RMB million	209.73
<b>Use of resources</b>		
Total outsourcing electricity	kwh	30,021,634
Purchased electricity consumption per RMB million revenue	kwh/RMB million	19,119.26
Total water consumption	tons	1,385,497
Water consumption per RMB million revenue	tons/RMB million	882.35
Total natural gas consumption	m <sup>3</sup>	3,206,445
Natural gas consumption per RMB million revenue	m <sup>3</sup> /RMB million	2,042.02
Total diesel oil consumption	litre	21,287
Diesel oil consumption per RMB million revenue	litre/RMB million	13.56
Total LPG consumption	kg	43,245
LPG consumption per RMB million revenue	kg/RMB million	27.54
Total gasoline consumption	litre	132,783
Gasoline consumption per RMB million revenue	litre/RMB million	84.56
Total outsourcing heat	million kJ	81,922
Outsourcing heat consumption per RMB million revenue	million kJ/RMB million	52.17
Total comprehensive energy consumption	tce	10,993
Total energy consumption per RMB million revenue	tce/RMB million	7.00
<b>Use of packaging materials</b>		
Total amount of packaging materials used	kg	4,719
among which: plastic bags	kg	1,394
cartons	kg	2,364
bottle preforms	kg	961
Packaging material consumption per RMB million revenue	kg/RMB million	3.01



## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- Note: 1. Unless otherwise stated, the above environmental data covers data for office premises of MLES headquarters, all schools, Maple Leaf Spring and Maple Leaf Red Garment Factory operating in Mainland China;
2. Packaging materials consumption mainly refers to consumption of packaging materials by Maple Leaf Spring and Maple Leaf Red Garment Factory ;
3. Emissions and energy consumption per RMB million revenue are both calculated by the following formula: total emissions and energy consumption/revenue (in RMB million). The revenue of Maple Leaf Education Systems Limited for the FY2019 was RMB1,570.23 million;
4. The calculation of GHG emission refers to the Greenhouse Gas Protocol: A Corporate Accounting and Reporting Standard 2012 (Amendment). The grid emission factors used in the calculation of Scope 2 refer to the latest emission factors of China's regional power grid for 2017 released by the Department of Climate Change under the Ministry of Ecology and Environment of the PRC;
5. The comprehensive energy consumption conversion coefficient for standard coal is derived from Comprehensive Energy Consumption Calculation Principle (GB/T 2589-2008).

### 6.2 ELECTRONIC OFFICE AND TEACHING

The Group focuses on resource conservation in the operation process, adopts paperless operation in daily teaching, office, students' homework and home-school communication and other daily operation aspects, so as to constantly improve paperless initiatives and promote electronic teaching and office.

<b>Paperless teaching</b>	<ul style="list-style-type: none"> <li>• <b>Multimedia teaching:</b> Teachers use electronic teaching methods such as computers and projector screen to provide multimedia teaching in class. Teachers use electronic meetings in teaching and research, and documents and notices are shared online in electronic forms.</li> <li>• <b>Creating "Smart Class":</b> Some schools are equipped with Multimedia All-in-One PC to add modern means in the whole teaching process, which is different from the traditional lectures. A Smart Classroom for giving Smart Class is armed with computers, a projector, an electronic whiteboard, a MimioView and a Interactive Response System. Classes given in this way are simple, efficient and intelligent as well as conform to the purpose of paperless teaching and paper saving.</li> <li>• <b>Using "Touch All-in-One PC":</b> Upholding the principle of green teaching, some schools use Touch All-in-One PC to facilitate teachers' paperless teaching. Through the use of the Touch All-in-One PC, teaching contents can be displayed for students more vividly, and students can also do presentations and homework in electronic way. In addition to displaying the class content multi-dimensionally, the harm of printers, paper and toner to environment and human health in printing and copy process also could be reduced to save energy and resources consumption.</li> </ul>
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## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

<p><b>Paperless homework</b></p>	<ul style="list-style-type: none"> <li>• <b>Distributing homework sheets online:</b> Teachers distribute homework sheets online rather than in printed format, and upload to home-school social network group in the form of files or screenshots after all homework is gathered.</li> <li>• <b>Electronic homework:</b> In the form of homework arrangement, apart from traditional homework, electronic homework such as electronic poster homework, vlog video shooting, dubbing task on app and learning vocabularies online, should be arranged with high frequency, which helps to diversify teaching and achieve paper saving.</li> </ul>
<p><b>Paperless office</b></p>	<ul style="list-style-type: none"> <li>• <b>Online office:</b> The advantages of online office should be fully leveraged such that internal documents should be handled online. Staff shall use OA system to handle application, reply, receipt and other administrative procedures to get rid of paper documents.</li> <li>• <b>Online education administration:</b> Through power school, gradebook and other softwares, schools rely on the online system to record students' attendance, daily performance and homework submission, and accordingly reduce the paper use in office and promote paperless office.</li> </ul>
<p><b>Paperless home-school communication</b></p>	<ul style="list-style-type: none"> <li>• <b>Online home-school communication:</b> Each class of all schools has established a class-level home-school social network group, which can improve the parents-teachers communication and also helps to reduce the use of paper notice. Meanwhile, necessary documents can also be transmitted in electronic form, which can not only achieve the effect of home-school co-education but also achieve the purpose of energy conservation and emission reduction. Taking the Chongqing Maple Leaf School as an example, its middle school and elementary school dispatch electronic letters to parents every two weeks, with a total of 20 e-letters issued during the 2018-2019 school year. This initiative saved approximately 16,000 pieces of paper in this school year through using online paperless communication.</li> </ul>



## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### 6.3 SPREADING THE IDEA OF “GO GREEN”

While practicing its own green operations, the Group also continuously spreads the concept of green life and environmental protection to the students and cultivates their green and low-carbon awareness and habits. Certain schools of the Group set up “go green” courses, and regularly organize students to participate in public welfare activities for environmental protection, so as to lead students to spread the idea of “go green” to the society.

- **Environmental protection education**

During the daily teaching process, MLES organizes education activities in a funny way and integrates environmental protection courses. Meanwhile, MLES continuously cultivates students’ green and low-carbon awareness and advocates environment-friendly and low-carbon lifestyles.

#### **Case study 6-1: “Being a Green Guardian” campaign was organized at Maple Leaf Kindergarten — Tianjin TEDA**

In order to promote children’s environmental education, kindergartens enhances the effectiveness and influence of environmental education. In March 2019, Maple Leaf Kindergarten — Tianjin TEDA organized “Being a Green Guardian” campaign in line with the theme of “World Environment Day”.

The campaign started from the investigation of kindergartens’ environment, which is intended to arouse the enthusiasm of the children, enhance their awareness of green environment and environmental protection and promote their willingness to become green guardians. Children could have a preliminary understanding on the environmental condition of surroundings and learn knowledge of environmental protection through this activity. Also, they could become aware of the importance of harmonious coexistence of human and nature, and know the harm of destroying natural resources for human beings. This campaign enhanced kids’ comprehensive observation and analysis skills, hands-on production and initial aesthetic appreciation abilities.



## 6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- **Public welfare activities for environmental protection**

The Group advocates the concept of green and low-carbon development among the faculty and students and actively participates in various public welfare activities for environmental protection. Each school guides the faculty and students to proactively organize publicity activities in respect of resource-saving school building, and extensively carries out environmental protection experience activities and volunteer actions such as “green travel supervision” and “water conservation and protection”, with an aim to contribute to the improvement of ecological and living environment.

### **Case study 6-2: Dalian Maple Leaf International School (Middle School) participated in an environmental protection public welfare activity to clean up garbage at the seaside of Jinshitan**

In the afternoon of 20 November, 2018, Dalian Maple Leaf International School (Middle School) organized students to participate in an environmental protection public welfare activity to clean up garbage at the seaside of Jinshitan. Students went to pick up and clean up the garbage on the seaside of Jinshitan which nearby the school, so as to beautify the seaside of Jinshitan and protect the marine environment.

This environmental public welfare activity has enhanced the awareness of the students on participating in environmental protection and established a model for all MLES students, which is expected to attract more people to get involved in environmental protection practises and make their own contributions for better environment.





## 7. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

### 7.1 PROMOTION OF PUBLIC WELFARE CHARITY

As an educational institution, MLES always remains true to its original aspiration, fulfils its social responsibilities, actively extends assistance to those in poverty and difficulties and keeps warm-hearted. The Group continues to carry out various public welfare activities and leads students to promote public welfare and charity. While helping groups in difficulties, it also conveys the concept of social responsibility to students and educates them to find happiness in giving and helping, and offers love and makes contributions to the community where it operates.

During the reporting period, the headquarters and all schools of the Group carried out a variety of charitable activities with taking consideration of the actual situations of local communities. These activities were mainly organized to provide assistance to the elderly living alone, the disabled, the poverty-stricken groups and the left-behind children through poverty alleviation, tuition assistance, caring visits and other charitable activities.

#### Case study 7-1: “Love to Help” campaign was organized at Dalian Maple Leaf International School (Elementary School)

In April 2019, Dalian Maple Leaf International School (Elementary School) and Dalian Charity Federation jointly initiated a donation proposal to all faculty and students for the “Love to Help” campaign, which aimed to help children in poverty-stricken areas continue their education. This campaign is expected to make students feel that every bit of their love can make a difference for others and the society, so as to increase their sense of social responsibility and move their focuses from just themselves to the whole society and the world.

The cultivation of elite talents is inseparable from caring for and making contributions to the community. Dalian Maple Leaf International School (Elementary School) has been committed to promoting students’ awareness of public welfare and social responsibility through public welfare activities.



## 7. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

### 7.2 VOLUNTEER ACTIVITIES

The Group encourages the faculty and students to participate in volunteer activities together. In the meantime of creating value for those in need, it also encourages students to participate in social life through volunteer service and make their own contributions to the society with an aim to improve the overall quality of teenagers. Volunteer activities offer good opportunities for MLES students to participate in social practices and enhance their holistic quality and character.

#### Case study 7-2: Shanghai Maple Leaf International School participated in “love reading” activities

Shanghai Maple Leaf International School has joined The Arcadia Public Welfare Alliance, which is an online and offline student charitable organization jointly sponsored by students from a number of international schools to help children form reading habits. In September 2018, Shanghai Maple Leaf International School established the Arcadia Public Welfare Community currently comprising 19 members, including financial, editorial, planning, executive and fine art groups.

On 20 February, 2019, the Arcadia Public Welfare Community organized its first large-scale public welfare activity at a village elementary school in Hengyang County, Hunan Province to set up the second “Warm Bookstore” and shared the happiness from reading with the local children. The Arcadia Public Welfare Community hopes that it can help some children to develop good reading habits through their own efforts, and draw the public’s attention to reading in the process of education.



#### Case study 7-3: Hainan Maple Leaf International School carried out senior-caring activities on Chongyang Festival

On 17 October, 2018, a team of 43 volunteers including teachers and students with their parents from Hainan Maple Leaf International School went to the Second Full Cheer at Haikou to visit the elderly.

Apart from visiting and chatting with them, the student volunteers from high school presented a well-prepared performance for the elderly, and students from middle school brought some fruits and gifts such as paper-cutting to the elderly. The children gave their blessings and flowers to those who were over 90 years old in the centre. Both the elderly and children had a wonderful time.

The caring visit has enriched the spiritual and cultural life of the elderly at the nursing home, brought them happiness, and truly made the social disadvantaged elderly groups experience the care and warmth from the society. At the same time, it has further enhanced the students’ social service awareness and presented the MLES students’ spirit of fulfilling social responsibility to the public.





## OUTLOOK

With vision of “building MLES education brand for China, the world and ourselves”, MLES will carry out environmental, social and governance work by adhering to the sustainability concept, and pays continuous attention to issues such as environmental protection, innovative education system, safeguarding the rights and interests of the staff and students, optimizing internal management and public welfare charity projects, etc.

MLES will always take the cultivation of elite talents as its own responsibility by facilitating the holistic development of students, improving safety management measures, and safeguarding students’ physical and mental health. We will further innovate and optimize the internationalized education model and promote the popularization of quality education system and educational resources. In order to promote employees’ personal development, MLES will continue to care for employees, safeguard their legal rights and interests on welfare and safety, and optimize the diversified training system. Also, we will constantly improve the cultivation of students’ environmental protection concept and awareness, while actively strengthening environmental protection measures, saving energy and carrying out green operations. MLES will strictly comply with laws and regulations, adhere to compliance operation and create an honest internal management system. We will actively promote the sense of corporate social responsibility by carrying out various public welfare charitable projects and voluntary activities, with an aim to build an image of socially responsible enterprise.

Looking forward, MLES will continue to promote the improvement of its sustainability management system, deeply explore the optimization and breakthrough of the Group’s sustainability, so as to achieve the harmony of corporate governance, economy and society.



# ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report
A1 Emissions	<p>General Disclosure</p> <p>Information on:</p> <p>(a) the policies; and</p> <p>(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to air and greenhouse gas emissions, discharges into water and land, and generation of hazardous and non-hazardous wastes.</p> <p>Note: Air emissions include NO<sub>x</sub>, SO<sub>x</sub>, and other pollutants regulated under national laws and regulations.</p> <p>Greenhouse gases include carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride.</p> <p>Hazardous wastes are those defined by national regulations.</p>	Disclosed	P29–31
A1.1	The types of emissions and respective emissions data.	Disclosed	P32
A1.2	Greenhouse gas emissions in total (in tons) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	Disclosed	P32
A1.3	Total hazardous waste produced (in weight or volume) and, where appropriate, intensity (e.g. per unit of production volume, per facility and per regular employee).	Not applicable	–
A1.4	Total non-hazardous waste produced (in weight or volume) and, where appropriate, intensity (e.g. per unit of production volume, per facility and per regular employee).	Disclosed	P32
A1.5	Description of measures to mitigate emissions and results achieved.	Disclosed	P29–31, P33–34
A1.6	Description of how hazardous and non-hazardous wastes are handled, reduction initiatives and results achieved.	Disclosed	P29–31, P33–34
A2 Use of Resources	<p>General Disclosure</p> <p>Policies on the efficient use of resources, including energy, water and other raw materials.</p> <p>Note: Resources may be used in production, storage, transportation, buildings, electronic equipment, etc.</p>	Disclosed	P29–31
A2.1	Direct and/or indirect energy consumption by type (e.g. electricity, gas or oil) in total (kWh in '000s) and intensity (e.g. per unit of production volume, per facility).	Disclosed	P32
A2.2	Water consumption in total and intensity (e.g. per unit of production volume, per facility).	Disclosed	P32



## ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report
	A2.3 Description of energy use efficiency initiatives and results achieved.	Disclosed	P29–31
	A2.4 Description of whether there is any issue in sourcing water that is fit for purpose, water efficiency initiatives and results achieved.	Disclosed	P29–31
	A2.5 Total packaging materials used for finished products (in tons) and, if applicable, with reference to per unit produced.	Disclosed	P32
A3 The Environment and Natural Resources	General Disclosure	Disclosed	P35–36
	Policies on minimising the issuer's significant impact on the environment and natural resources.		
	A3.1 Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	Disclosed	P35–36
B1 Employment	General Disclosure	Disclosed	P23–24
	Information on:		
	(a) the policies; and		
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, and other benefits and welfare.		
	B1.1 Total workforce by gender, employment type, age group and geographical region.	Partially disclosed	P23
	B1.2 Employee turnover rate by gender, age group and geographical region.	To be disclosed in the future	–
B2 Health and Safety	General Disclosure	Disclosed	P23–24
	Information on:		
	(a) the policies; and		
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to providing a safe working environment and protecting employees from occupational hazards.		
	B2.1 Number and rate of work-related fatalities.	To be disclosed in the future	–
	B2.2 Lost days due to work injury.	To be disclosed in the future	–
	B2.3 Description of occupational health and safety measures adopted, how they are implemented and monitored.	Disclosed	P23–24

## ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report
B3 Development and Training	General Disclosure Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities. Note: Training refers to vocational training. It may include in-house and external courses paid by the employer.	Disclosed	P25–26
	B3.1 The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	To be disclosed in the future	–
	B3.2 The average training hours completed per employee by gender and employee category.	To be disclosed in the future	–
B4 Labour Standards	General Disclosure Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to preventing child and forced labour.	Disclosed	P23–24
	B4.1 Description of measures to review employment practices to avoid child and forced labour.	Disclosed	P24
	B4.2 Description of steps taken to eliminate such practices when discovered.	To be disclosed in the future	–
B5 Supply Chain Management	General Disclosure Policies on managing environmental and social risks of the supply chain.	Disclosed	P19–20
	B5.1 Number of suppliers by geographical region.	To be disclosed in the future	–
	B5.2 Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, how they are implemented and monitored.	Partially disclosed	P19–20



## ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report
B6 Product Responsibility	General Disclosure Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to health and safety, advertising, labelling and privacy matters relating to products and services provided and methods of redress.	Disclosed	P9–22
	B6.1 Percentage of total products sold or shipped subject to recalls for safety and health reasons.	Not applicable	–
	B6.2 Number of products and service related complaints received and how they are dealt with.	To be disclosed in the future	–
	B6.3 Description of practices relating to observing and protecting intellectual property rights.	Disclosed	P27
	B6.4 Description of quality assurance process and recall procedures.	Not applicable	–
	B6.5 Description of consumer data protection and privacy policies, how they are implemented and monitored.	Disclosed	P16
B7 Anti-corruption	General Disclosure Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to bribery, extortion, fraud and money laundering.	Disclosed	P27–28
	B7.1 Number of concluded legal cases regarding corrupt practices brought against the issuer or its employees during the reporting period and the outcomes of the cases.	Disclosed	P27–28
	B7.2 Description of preventive measures and whistleblowing procedures, how they are implemented and monitored.	Disclosed	P27–28
B8 Community Investment	General Disclosure Policies on community engagement to understand the needs of the communities where the issuer operates and to ensure its activities take into consideration the communities' interests.	Disclosed	P37–38
	B8.1 Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	Disclosed	P37–38
	B8.2 Resources contributed (e.g. money or time) to the focus areas.	Disclosed	P37–38

## FEEDBACK FORM

Thank you for reading the 2019 Environmental, Social and Governance Report of the Group. In order to provide you and other stakeholders with more valuable information and improve the Group's ability to implement the overall environmental, social and governance work, we sincerely welcome any opinions and suggestions for the report, you may

Mail to: Maple Leaf Educational Park, 6 Central Street, Jinshitan National Tourist Area, Dalian,  
Liaoning Province, China  
Postal code: 116650  
or Email to: ir@mapleleaf.net.cn

1. Which of the following stakeholder types applies to you?

- |               |                         |                |                     |
|---------------|-------------------------|----------------|---------------------|
| A. Government | B. Regulatory Authority | C. Shareholder | D. Customer         |
| E. Employee   | F. Supplier and Partner | G. Community   | H. Public and Media |

2. Do you think this report has fully satisfied your expectations for the Group?

- A. Yes      B. If not, what other expectations do you think are not reflected in this report?
- 

3. Do you think the Group has met your expectations well?

- A. Yes      B. If not, what other expectations do you think are not met well?
- 

4. Do you think the arrangement of content and layout design of this report provide easy reading?

- |              |         |         |         |
|--------------|---------|---------|---------|
| A. Excellent | B. Good | C. Fair | D. Poor |
|--------------|---------|---------|---------|
- 

5. What other opinions and suggestions do you have on our ESG efforts and this report?

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Thanks again for your participation!